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ABSTRACT

A reflection and training workshop held in Accra (Ghana) brought together African university presidents, vice-chancellors, rectors, and top-level administrators to discuss three themes: first, the nature and functions of higher education institutions; second, leadership and organization of the higher education institution; and, third, resource planning/allocation and cost effectiveness. This proceedings document summarizes the presentations made and the discussion that took place in these three theme areas. A summary of the participants' views and recommendations is presented, focusing on the mission of the African university, internal policy, operational strategies, interuniversity cooperation, management techniques, and financial policy. Appendixes contain: (1) the Legon statement on the future mission of the African universities; (2) texts of two opening addresses; (3) a summary of background documents prepared for discussion; (4) a list of participants; and (5) a list of working documents. (JDD)

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ED 405 748

Priority: Africa

A Programme of Action proposed by the Director-General
(1990-1995)

Development of higher education in Africa

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HE 027 182

In co-operation with the United Nations Development Programme (UNDP) and the Association of African Universities (AAU)

PRIORITY AFRICA PROGRAMME

R E P O R T

Development of Higher Education in Africa

The Accra Seminar
25 - 29 November 1991

In co-operation with
the United Nations Development Programme (UNDP) and
the Association of African Universities (AAU)

CAB/92/WS/1

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HISTORICAL BACKGROUND

Over the past ten years, a deeper insight has been sought into the situation of higher education in Africa. The subject has been on the agenda of a number of high-level meetings involving all African Member States. These meetings have examined trends and issues and made recommendations for a special programme of action as indicated below.

Organized by UNESCO with the co-operation of the Organization of African Unity and the Economic Commission for Africa, the fifth Conference of African Ministers of Education and those responsible for Economic Planning was held in Harare in July 1982. It had on its agenda an item devoted to consideration of the role of higher education in national development. Particularly, attention was focused on the part which African Higher Education should play in training indigeneous skilled personnel in the development-oriented scientific and technical research in preserving cultural identity, and promoting the cultures of African peoples and in modernizing educational systems.

In the Declaration adopted at the close of the Conference, African Member States resolved to strengthen their co-operation in the sphere of higher education. Specific recommendations were made regarding the development and modernization of higher education. In particular, the Conference recommended that UNESCO should "carry out a **Special Programme** on the future of higher education in Africa with a view to raising the standards of instruction, promoting the collective use of trained personnel and potential, and coordinating the higher education policies of African Member States" (Recommendation no. 8).

Since the adoption of this declaration, many activities have been undertaken by such organizations as the Association of African Universities (AAU), the United Nations Economic Commission for Africa (ECA), the World Bank, the Commonwealth of Learning, the Association of Commonwealth Universities, the Agency for Cultural and Technical Co-operation (ACCT), the Association des Universités partiellement ou entièrement de langue française (AUPELF), the Conseil africain et malgache pour l'enseignement supérieur (CAMES) and other NGOs interested in the development of higher education in Africa. Various aid agencies, foundations and institutions have also been active in extending support to the development of national systems and to individual institutions of higher education in Africa.

As far as UNESCO is concerned, between 1983 and 1987, a series of activities were carried out, in co-operation with the UNESCO Regional Bureau for Education in Africa (BREDA) to define the general thrust of the proposed special programme, identify its main features, and select the methods of action to be used. In October 1984, a regional Advisory Committee for Higher Education in Africa was created, with responsibility for advising on the strategy to be adopted to carry out the programme.

This Committee identified two main priority lines of emphasis, namely,

i) the pedagogical and scientific training of higher educational personnel, and

ii) the production of documents and text-books for higher education.

Practical suggestions encompassing other fields of interest for higher education in Africa, were made by a regional symposium on higher education held in BREDA, Dakar, in May 1987.

Critical assessment of the situation

Specific studies and field activities conducted since 1983 have shown that the unsatisfactory situation of higher education in Africa, was the result of the combined effects of a range of factors such as those described below.

Economic difficulties at the national level have led frequently to drastic financial constraints limiting seriously the resources allocated to higher education generally and to universities in particular at a time when the demand for higher education has been at a high level.

The lack of professional training. There is often a dearth of qualified experienced teachers.

Absence of a clear-cut higher education policy and of a clear definition of the tasks which higher education should undertake to contribute to the search for solutions of development problems. As a consequence, study and research programmes are not always relevant to the socio-cultural situation in the country nor do they always match the economic development efforts being exerted.

There is a lack of motivation among teaching staff whose status and remuneration are felt to offer little incentive. The lack of motivation is also present among students whose general behaviour reflects the uncertainties and apprehension aroused by the dismal employment prospects facing them.

Efforts of harmonization, coordination and collaboration in framing higher education policies for the different African States are lacking.

GENERAL STRATEGIES FOR THE IMPROVEMENT OF HIGHER EDUCATION IN AFRICA

I STRUCTURE FOR THE SPECIAL PROGRAMME

The Special Programme for the improvement of higher education in Africa consists of activities organized either in

the form of projects or sequential series implemented under a regional co-operation mechanism. It gives support to action at the national, sub-regional and regional levels.

At the sub-regional level plans have been made to set up 5 programme-based networks : two in West Africa, one in Central Africa, one in East Africa and one in Southern Africa. Each programme network will be supported by a centre of excellence at a university where resources needed for the programme will be assembled. Three priority strategic areas have been identified namely : training, scientific and educational documentation and joint utilization of resources. In each of these areas, the special programme will pursue specific objectives and make use of appropriate modalities of action.

II. ACTION UNDER THE PRIORITY AFRICA PROGRAMME

The programme Priority Africa was established by the Dirctor-General and approved by the General Conference of UNESCO (25C/Resolution 27) as a contribution to the implementation of the United Nations Programme of Action for African Economic Recovery and Development. Concerning higher education, the Director-General stated in the Priority Africa programme :

> "I have reached the conclusion that the main lines of the priority assistance that UNESCO could be asked to provide in the area of higher education are the following:
>
> (a) action - at the initial training stage and through in-service training - to raise the level of teaching personnel;
>
> (b) improvement of the quality of research conditions and facilities (computer equipment, subscriptions to scientific and technical journals and to data banks);
>
> (c) modernization of the storage, monitoring, management and exploitation of scientific and technical information, through appropriate equipment and high-quality staff;
>
> (d) improvements in both the quality and professional efficiency of university management and administrative personnel;
>
> (e) revision of the content of curricula and teaching equipment with the aim of making them more relevant to the problems of economic and social development - to be undertaken in all subjects, with particular emphasis on scientific and technological subjects and on the development of the social sciences;
>
> (f) help to governments for the improved planning of the scholarships they award, with particular reference to ensuring that the courses of study followed by African

students abroad are relevant to the needs and problems of their own countries and qualify them for employment on their return to Africa;

(g) strengthening the capacity of universities to communicate among themselves, whether through the promotion of joint activities, through exchanges of teaching staff or students, through participation in joint research projects, through the free and rapid circulation among them of the teaching tools and data they possess, or through co-ordination to avoid duplication involving a negotiated regional division of specializations, whereby - as a result of a clear definition of priorities - increased resources could be made available so as to achieve international standards of excellence;

(h) efforts to help African universities break out of their too frequent isolation by bringing them into contact with the cultural, scientific, technological, economic and industrial communities of other regions.

This array of measures, all of which are aimed at an optimal use of university resources and potential, could be carried out under two existing institutional mechanisms. These are the committee set up in 1987 to advise me on strategies for improving the quality and relevance of higher education in Africa and the special programme for the improvement of higher education in Africa, currently under consideration by UNDP, which provides for a regional mechanism for implementing projects aimed at strengthening the scientific and technological potential of higher education institutions."

For the planning of this programme, AAU convened in Accra, from 1 to 2 November 1990, at the request of UNESCO, a preparatory meeting of experts from universities and donor agencies. As a result of their deliberations, a programme outline was drawn up focusing on three major themes :

1) Mission

Higher Education Institutions: nature and functions

- Higher Education: past, present and major trends
- The African Higher Education Institution: history, philosophy, issues and environment
- Possible Agenda for Higher Education Institutional Development in Africa.

2) Function

Leadership and Organization of the Higher Education Institution

- Charters and Structures
- Decision making and policy formation
- Communication and Interaction within the institution
- Research.

3) Efficiency

Resource Planning/Allocation and Cost Effectiveness:

- Higher Education Financing : trends
- Institutional quality, relevance and effectiveness
- Use of impact of new information and communication technologies
- Networking for efficiency
- Evaluation strategies.

It was envisaged to organize a modular series of reflection and training workshops of 5 days duration each for some 40 university rectors, vice-chancellors and presidents of African universities (one university per Member State of the African region). The first workshop was held in Accra (Ghana) from 25 to 29 November. The second workshop is to be held in Dakar (Senegal) in 1992 and the third workshop in Cairo (Egypt) during 1993. Logistic support for the organization will be assured on a contract basis with the UNESCO national commissions and the host universities in the respective countries. The AAU, as well as intergovernmental and non-governmental organizations which are active in supporting Africa Higher Education will be involved in this undertaking.

By bringing together a specific target audience of African university presidents, vice-chancellors, rectors and top-level administrators, the seminars aim at forging a consensus of views and concerted plans for action in these areas.

The conclusions and recommendations of each seminar will be incorporated in a plan of action which will complement existing initiatives in the field of development of African higher education.

III. THE ACCRA SEMINAR (25-29 November 1991)

Opening session

The Seminar was co-sponsored by UNESCO and the Association of African Universities (AAU), with support from the University of Ghana, Legon, and the Ghana National Commission for UNESCO. The event was financially supported by the UNDP.

Participation in the Seminar was particularly strong. There were 56 African university presidents, vice-chancellors, rectors and senior academics, representing 60 African universities from 36 Member States. In addition, 10 IGOs, including 5 agencies of the United Nations system and 7 NGOs attended the seminar.

The opening session took place in the Great Hall of the University of Ghana-Legon in the presence of a large number of diplomates as well as political and academic personalities. After a brief welcome address by Prof. A. Sawyerr, Vice-Chancellor of the University of Ghana, the Seminar was officially opened with a speech of the Ghanaian Head of State, Flight Lt. J.J. Rawlings, read by Alhadji Mahama Iddrisu, PNDC Member responsible for Defence.

The Head of State of Ghana speech pointed out that the subject of the meeting was one of wide-ranging import, not only in university and educational circles but also in fields and factories, in the most remote villages, and in urban shanty towns. It reminded the participants that at the present time there are more than a hundred universities in Africa, of varying strengths and weaknesses in respect of their curricula, teaching capacities, research activities, and libraries. They have tremendous potentialities from which they should all reap benefit for example, by exchanging personnel, sharing information, publishing and exchanging textbooks, undertaking joint research programmes, and organizing student exchanges. He urged African universities to participate, to a greater extent than is sometimes the case, in the practical application of the results of their research work.

The President of the AAU, Professor Naguib Hosni, drew attention of the fact that according to him, the seminar theme lay at the very heart of university life. In fact, no good university teaching, nor any serious sceintific research can be pursued without a judicious university management. Our seminar intends to give serious consideration to the subject of university management in its scientific and technical aspects. Finally, he expressed the hope that the work of the seminar will lead the way to progress and development for the African university.

Mr Federico Mayor, the Director-General of UNESCO referring to the mission of the African university pointed out that in spite of the number of genuine achievements to their credit, it is widely considered that African higher education institutions are far from being organically adapted to the societies of which they form part. He therefore underlined the need of examining models appropriate to African society. The special difficulty in the case of Africa lies in the fact that this adaptation of the university to its environment has to be a geocultural as well as a temporal one. The Director-General stressed therefore the need for sustained and vigorous action requiring constant assessment of objectives and results.

Proceedings

The following were elected as officers of the seminar in the following composition:

Prof. Akilagpa SAWYERR, Vice-chancellor, University of Ghana, Legon - Chairman, and

Prof. Komlavi F. SEDDOH, Rector, Université du Bénin, Togo, Rapporteur.

The proceedings of the first plenary session were chaired by Professor A. SAWYERR. He expressed satisfaction at the strong participation by African university leaders in the seminar and pointed out that UNESCO's action, in conjunction with the AAU, was instrumental in forging a consensus of opinion and action among leaders of the African academic community on present critical issues of higher education.

Mr AMBATCHEW, Director of the Unit for Technical Co-operation among the Developing Countries (TCDC) of the United Nations Development Programme, greeted the participants on behalf of the UNDP and wished the Seminar success. He acknowledged the words of appreciation of the Director-General of UNESCO for the support extended by UNDP to the Seminar. In joining forces with UNESCO in this undertaking, the UNDP wished to indicate the importance it attaches to facilitating and promoting inter-university co-operation as a means of enhancing higher education and research capacities in the developing countries in general and in Africa in particular.

Given the recognized rôle of higher education in any effort for development, the UNDP wishes to associate higher educational institutions more closely with the TCDC and the United Nations Development System (UNDS) programmes whose purpose is to build up indigenous relevant expertise, to promote the sharing of facilities and resources and thus to reduce cost burdens. African universities are central to the application of TCDC, especially in the African continent. The South Commission Report calls for the acceleration of South-South co-operation through Economic Co-operation with Developing Countries (ECDC) and TCDC. This is of particular relevance for higher education as well. To refer to one example, the establishment of the South-South Education Foundation which is proposed in the report, seeks to facilitate and finance the training of students in southern institutions, through a scholarship scheme.

In this context, it is hoped that the Seminar, while providing a platform for further reflection on the Mission of the African university, should lead to specific recommendations and concrete co-operation projects. For this, Mr. Ambatchew cited, among others, a number of proposals worth considering and which could facilitate TCDC and ECDC:

(a) inclusion of South-South co-operation in university and national development policies;

(b) encouraging twinning, networking and other linking arrangements among African universities;

(c) measures to facilitate staff exchanges;

(d) undertaking joint research in fields of common interest;

(e) improvement of the dissemination of information and data on existing capacities in the region.

Professor Colin POWER, Assistant Director-General for Education of UNESCO, emphasized the role of higher education in any development programme and reiterated the need to strengthen inter-university co-operation in key disciplines related to sustainable development. To this end, UNESCO has launched Programme UNITWIN and the UNESCO Chairs Scheme which are aimed at supporting the developing countries - the least developed ones in the first place - to build up their capacities for training high-level specialists in key areas of science and technology. This objective relates closely to the themes of the Seminar, since the university's mission, its management policy and its use of available resources, would determine its impact as an efficient institution contributing to the development process.

While attaching due importance to basic education - as a follow-up to the Jomtien Conference on Education for All - UNESCO does not lose sight of the fact that there is an inherent inter-dependence between the education systems at all levels, and that higher education has a special responsibility, through its specific functions, vis-à-vis the other levels of education, including adult and continuing education. In this respect, he wished that capacities for research on higher education itself should be built in Africa as a means of assisting policy and decision-makers as well as the universities themselves to better plan, manage and implement programmes.

THEME 1: African Higher Education: History, Philosophy and Environment. A possible Agenda for Higher Education Institutional Development in Africa

The following discussion papers introduced the debates on Theme 1:

Missions of Higher Education in Africa by Prof. Iba der Thiam;

Institutions of Higher Education - Nature and Function by Prof. E.A. Ngara; and

The African Institutes of Higher Education: History, Philosophy and Environment, a possible calendar for their development by Prof. A. Nouhouayi.

The speakers emphasized the fact that the African university, faced with crises of identity, of function and of resources, must seek to rapidly redefine itself, to sweep away outdated structures and practices, and to become a major force in national development.

Their contributions gave rise to a lively debate which, while recognizing the basic need for action at the national level, concentrated on the strategy of developing South-South inter-university co-operation in Africa. Viewed in new terms, the creation of sub-regional centres of advanced training and research in key disciplines could well ensure the best use of available expertise and help strengthen African resources. In this endeavour, those involved in African higher education, including organizations (governmental and non-governmental), specialized agencies and foundations, had a vital role to play through their coordinated action at the regional level. This particular approach would also require clearer policies on the part of universities by focusing on a strong commitment to their institutional autonomy and to the defence of academic freedom.

The discussion continued with an appeal to the African universities to assess their objectives and policies rigorously on a regular basis in order to ensure a future-oriented vision and the ability to benefit from past experience. To this end, a mechanism for self-evaluation was considered essential.

Finally, while universities could be expected to continue their present struggle, their overriding objectives of high-level training, research and service to the local, national and international communities must remain their primary goal. Thus, the Seminar was expected to deliver a message of intent from universities to national decision-makers, in which major priorities and strategic actions were clearly stated. In this manner, the overall effectiveness of university management could be improved. UNESCO and its partners were called upon to help African universities in this important campaign.

The debates turned then to the historical perspectives of the African university, to its philosophy and its relations with the varied environments in which it functions. It was strongly emphasized that all attempts to map out the future mission of the university in Africa require of its leaders, as well as of the decision- makers, a re-examination and re-definition of its traditional functions of teaching, learning, research and service in relation to both its local and international contexts.

It was acknowledged that the African university has been passing through an extended "crisis of conscience". It was now time to scrutinize its future mission and functions so as to make it an important factor in the process of national development. In this respect, several points were emphasized:

a) the principal mission of the African university remains the generation, dissemination, advancement and application of knowledge;

b) its key functions are:

i) the pursuit, promotion and dissemination of knowledge;
ii) research;
iii) provision of intellectual leadership;
iv) high-level manpower development;
v) the promotion of social and economic modernization;
vi) the promotion of African culture and languages;
vii) the promotion of international unity and international understanding.

Discussions took place on the inherent link between culture and development, including the primordial role to be played by national languages in the African cultural patrimony. In the light of these factors, the debate turned to the identity of the future African university which had hitherto been modelled on a variety of foreign and, often, irrelevant patterns.

Like all higher education institutions worldwide, the African universities are expected to continue their efforts to meet the needs of national development and to produce highly trained manpower. This must be achieved in a context of drastically reduced resources. There are valuable lessons to be learnt from many universities of the region and from the international higher education community if only because the main problems are global in character. "Management by crisis" is likely to be the predominant issue for the future. In these circumstances, a principal task of the university manager is to anticipate the areas of crisis and conflict and to devise creative ways to handle them.

To meet this challenge, it was stressed that efficient management implies the strong commitment of the African university to working towards a number of shared goals:

a) participation in on-going dialogue with national decision-makers to help shape higher education policy and its contribution to the development process;

b) Each university should have a clearly defined statement of its mission in modern African society;

c) a dynamic approach to the issue of institutional leadership and governance (including a review of the mandate of Vice-Chancellors and Rectors) so as to ensure the renewal process;

d) a pragmatic and imaginative approach in the management of reduced resources so as to optimize their use and impact;

e) the initiation of a constructive dialogue with partners from critical sectors of the higher education community, including students, academic and administrative personnel as well as associations of liberal professions and employers of skilled manpower in the public and private sectors.

At the end of the discussion on this main theme of the seminar, there was no doubt in the minds of the representatives of African higher education about the urgent need for a reform of their institutions and for the development of closer inter-institutional co-operation (TCDC) in order to reach that goal. Furthermore, this renewed commitment to revitalize higher education and to make it more responsive and relevant to African societies must now be translated into concrete action first and foremost by the African universities themselves in accordance with the Accra consensus. At the same time, there is a pressing need for the international community to join forces with African governments and higher education institutions in this important reconstruction and revitalization process.

The seminar proceeded to have a preliminary discussion on the themes to be treated at the two following seminars to be held in Dakar and in Cairo.

THEME 2: Organisation and Leadership of Higher Education

Professor A. Sawyerr, the author of the paper on "Leadership and Organization of African Universities" opened the debate on this theme. He focussed attention on the organization of the typical African university with a view to exposing the extent to which it has adapted, or is adaptable, to the tasks of contributing to national economic and social recovery and advancement, while preserving its inherent role as a centre of learning. Among the purposes served by the African university is the provision of intellectual leadership which it does through the example of its operation, its contribution of ideas and new knowledge and the training of high-level cadres for the management of both public and private affairs in society. The African university constitutes a power-base not only in defence of its own autonomy and integrity but also as a potential counterweight to the over-concentration of power and influence, combined with the monopoly of ideas, at the political centre.

The speaker stressed the delicate balances to be achieved in today's management of the university. For example, long-term planning must exist alongside strategic action. It is precisely this balance which can preserve the teaching and research mission of the university while also assuring its service to the community.

The ensuing discussions were focused on the need for vice-chancellors and rectors to face the very complex burden of managing their institutions with professionalism and a strong feeling of responsibility and dedication, despite the hostile economic climate and the changing political scene which adversely affect the African region.

In this context, a number of vital issues related to the leadership and organisation of African universities were pointed out, notably:

a) the leadership qualities required of a vice-chancellor, president or rector in order to enable him to communicate with government, with staff and students and with the local community;

b) the dual struggle of the university leaders who, while never ceasing to campaign for increased resources by the Government and by other sources, should, however, do their best to manage in the optimal way possible those resources which exist under conditions of economic restraint;

c) the need to delegate managerial tasks to deputy vice-chancellors, vice-rectors and faculty Deans;

d) the ability of university leaders to deal with a new generation of academic staff who are generally more aware of the contribution they can make to management in the university and demand a voice in its administration.

In terms of the concrete action needed to realize these aims, it was recommended that all governments should be encouraged to draft Mission Statements and University Charters which clearly lay down principles for guiding the governance process and for defining the goals of the institution itself as well as its strategic operation.

Furthermore, with regard to evaluation, certain participants commented on the need for performance indicators to measure the internal and external efficiency of a university. These tools also help to ensure the quality and pertinence of teaching, training and research. At the same time, they help define staff development requirements and can assist in the orientation of student admissions. Thus the whole area of assessment merits priority attention and must be strongly supported by institutional leaders.

The participants agreed that the universities must become more entrepreneurial in their search for additional funding. This challenge was readily acknowledged and its timeliness well accepted. Many university leaders referred to initiatives taken by their institutions to capitalize on the expertise available in order to launch financially viable ventures. Activities in this area are encouraging; but it is very difficult to foresee a truly profitable future for them when so many African nations are currently undergoing serious economic hardships. Unless national governments and the international community intervene to help African higher education institutions, whose basic functionality is now endangered, it would be simply presumptuous to expect them to look for alternative means for financing through entrepreneurial ventures, when there are no governmental or private funds to finance such ventures.

It was underlined, however, that certain university systems had yet to experience the move towards a more entrepreneurial approach. In other words, there is still a strong traditional current in many countries whereby higher education is expected

to derive its funding from public sources and, in return, to render account of activities which are negotiated in advance. In this type of climate, consultancy services, the establishment of companies marketing university expertise were difficult to introduce. Yet, the merit of the entrepreneurial approach in higher education was fully acknowledged as part of a world-wide trend and its application in Africa was as well strongly recommended.

With these remarks, the participants sought to emphasize the internal dilemma of African university leadership and organization today: while quality and relevance are the goals, the harsh reality of meagre resources requires pragmatic and innovative management. The effects are evident in the deterioration of university facilities, in the decline of quality in teaching and research and of graduate numbers, in the shortages of books and equipment, in the brain drain, and in the area of university relations with national decision-makers.

Taking the debate into a wider context, a number of participants expressed the view that the often dramatic socio-economic situation should not deflect attention from the fact that African universities still contribute significantly to the development of the education sector as a whole and thus to national capacity building on the continent. For example, universities train key personnel including teachers, administrators, researchers and policy-makers. At the same time, universities are the traditional repositories of the technical expertise required to steer the development process. These factors must be taken into account by both national authorities and by international, bilateral and multilateral donor agencies, so that assistance to the higher education sector in Africa can be streamlined and co-ordinated.

Suggestions were offered in particular for further attention with regard to university reform, management, staff development and to teaching and research. They are presented briefly below.

University Reform

Donors should be ready to assist higher education systems and institutions as a whole rather than by means of piecemeal projects. (The UNDP/UNESCO project RWA/88/016 - The Reform of Higher Education in Rwanda was cited as a sound example of this approach). Donors should also assist in the strategic planning exercises which are now recognized as being an integral part of the overall management process. If this is done, the result should be a clearer picture of the particular needs in areas such as governance and management, funding, staff development, curriculum planning, admission policy and student orientation. Research capacities must be enhanced to ensure greater understanding of the specific issues touching higher education in Africa. In this way, higher education policies can be better formulated. (The proposal to establish an Institute for Higher Education Development in Africa (IHEDA) in Harare, Zimbabwe, was considered to be a worthy initiative.

Management

Fresh approaches are required to enable universities to strengthen their managerial capacities. Regional action should be re-examined as this can have more effective impact when decisions are taken to set up management training courses, information services, university development units and strategic planning centres. The handling of university financing as well as issues such as equipment, building and maintenance need to be more systematic in approach so as to reduce waste and to optimize the use of facilities. Computerization of higher education management systems should be encouraged, as a means to ensure better use of resources and to reduce costs.

Staff Development

Despite economic constraints, it is imperative to offer attractive employment conditions to university staff in order to assure their retention. Decision-makers, including university managers, would have to review salaries, professional development opportunities and the availability of appropriate incentives. This is a complex domain which requires dialogue with national governments. Enhanced participation of women in both academic and administrative positions remains a major target in view to their chronic under representation as academic staff, students and administrators.

Efforts to improve the pedagogical skills of academic staff deserve more support. In this respect, mention was made of the proposed African Staff Development Network which was proposed by the third UNESCO Advisory Committee for Higher Education in Africa and involves the participation of the Association of African Universities.

University Management in relation to Teaching and Research

Since the primary mission of universities is to generate knowledge and disseminate expertise for the benefit of society, it is the responsibility of their management to assure adequate provision of essential services and materials. These include:

a) university texts and journals;
b) equipment and maintenance, especially regarding the use of new information and communication technologies;
c) library facilities;
d) funding especially for research and development projects;
e) relevant postgraduate training;
f) regional and sub-regional programmes which can pool available expertise;
g) mechanisms for international inter-university co-operation to facilitate access to the expertise required.

With respect to the latter, the UNESCO UNITWIN Project was regarded as a very useful innovation to promote stronger inter-university co-operation including the South-South collaboration, which is so desirable.

THEME 3. Resource Planning/Allocation and Cost-Effectiveness

Three discussion papers introduced the debates on Theme 3. They were:

Towards Efficiency in Higher Education: institutional quality, relevance and effectiveness; networking for efficiency and evaluation strategies by Professor Abdel Fatah Galal;

Use and Impact of Information and Communication Technology in Higher Education Institutional Management by Dr Brahim Adama Fall, and

Resource Planning/Allocation and Cost Effectiveness: Trends in Higher Education Financing by Professor C. Agodi Onwumechili.

The gravity and urgency of the problems associated with resource planning and allocation was the leitmotif of all contributions. The speakers underlined the tenets of return on investment and rationalization of human, financial and material assets. Resources will undoubtedly continue to be inadequate - again emphasizing that the African context shares worldwide trends. Consequently, perhaps the main challenge for university leaders as managers lies precisely in their ability to "do more with less". This requires highly trained and innovative finance personnel to supervise the daily management of limited resources.

The economic crisis in Africa has produced devastating effects on African universities, and has set up centrifugal forces: governments are tightening regulatory grips on university governance and management; students are increasingly concerned about the economic value of their education; staff unions are demanding a greater share of the lean university cake and the professorate is no longer at ease and appears to be leading the exodus that constitutes the "brain drain".

Nevertheless, the African universities are making an effort to diversify their income from sources other than their governments. Such effort needs to be increased and strengthened in order to maximize its impact on university finances. The management of scarce and dwindling resources, in a situation of ever increasing demands on universities, requires good planning, an equitable system of allocation, and prudent management.

ADDITIONAL THEME : The use of Information and Communication Technologies; Higher Distance Education

The seminar provided also an opportunity to examine the various aspects of the role of information and communication technologies in university management as well as in training and research, with particular reference to their use in the African context. It was agreed that African universities should strive for the increased availability and provision of these technologies, particularly for the wide-spread use of micro-computers which have revolutionized teaching and research as well as aspects of university administration. However caution was advised, beginning with the planning phase and in the choice of equipment. Almost invariably, significant investments are required. And to guarantee a sound return on the initial investment, it is vital to conduct thorough needs analyses so as to ensure the appropriate choice of technology and the availability of maintenance facilities.

Ample discussions took place on the value of distance learning systems and their applications in African higher education institutions. Their contribution to enhanced teaching and research was readily admitted. However, once again, judicious planning was recommended so as to optimize the investment. Attention was drawn, in particular, to the crucial question of maintenance, and the training of service personnel. Without adequate solutions to this problem, technological tools cannot realize their full potential in the African context.

The seminar also benefited from a series of satellite technology demonstrations. Based on the assumption that a) access to data is a critical need of African universities and b) means should and can be found for speedy and economical interaction between African academics and their counterparts in other parts of the world, UNESCO sponsored a demonstration of how satellite systems might be used in higher education. The purpose was to make access to data outside Africa available at the University of Ghana, via the OLYMPUS and VITABAT satellites. A series of live and interactive discussions, also via the OLYMPUS satellite, were held between seminar participants and colleagues overseas on the financial, technical and educational implications of using these technologies. The European Space Agency, which sent a team of four experts to install, operate and demonstrate the equipment, provided the principal satellite links.

A demonstration was given of two data systems which use satellites to eliminate distance between the data source and the academic who needs the information. One of the systems is a low-cost system from Volunteers in Technical Assistance (VITA) and was operated throughout the Seminar. This system is designed to deliver up to 200 pages per day of text or computer aid. The equipment provided by VITA to the Commonwealth of Learning will remain at Legon and has already been used to assist the research of faculty members in Physics. It was decided that it would be desirable to mount a pilot project on the uses of the VITA system

within African academic institutions and to involve collaborators elsewhere in the world. A second data system called CODE, developed by the Belgian Company Newtec CY in conjunction with the European Space Agency, was demonstrated via the OLYMPUS satellite linking the Seminar to the information retrieval service of the European Space Agency. This small antenna system allows on-line working with immediate response. All facilities by the CODE system, including electronic managing and access to process pictures of Africa from the Earth Resources Satellite (ERS), were used by seminar participants and observers.

Live video events, concentrating on interactive discussions on the various implications of satellites in education, were held with University College Dublin, the Commonwealth of Learning Vancouver, Memorial University, Newfoundland, and Western Illinois University. Also a Round Table with Paris was organized with assistance from the French Ministry of Foreign Affairs. The final interaction was with Dublin and Letterkenny in Ireland. The demonstrations stimulated much discussion and several countries and universities have now initiated negotiations with the European Space Agency, the Belgium company Newtec CY, VITA, and other funding bodies, so as to extend the use of technology in African higher education.

A principal point made in discussions was the need for African academics and other decision-makers to have their say with regard subsequent developments concerning the use of these technologies. A number of specific ideas for pilot projects in areas such as data-networks between African universities, library support, and distance education are being pursued. Persons wishing to be involved or to be kept informed of developments, were invited to contact the Priority Africa Programme of UNESCO.

In his concluding address the Assistant Director-General of UNESCO reviewed the work achieved by the seminar in fulfilling part 1 of the task undertaken by UNESCO and AAU in the framework of Priority Africa. The second part, examining the higher education structures most suitable for the mission assigned to African universities, will be undertaken in Dakar during the second seminar. The third and final stage will be the Cairo seminar which will examine the appropriate management options for the African university.

UNESCO sincerely hopes that the seminar series will reinforce the dialogue between all those concerned at the national, regional and international levels, leading to concrete actions towards the rehabilitation of higher education in Africa.

IV. CONCLUSIONS AND RECOMMENDATIONS

At the end of the Seminar, the participants summarized their views and recommendations on the subject of higher education in

Africa and the governance and management of African universities.(*) Below are the main features including a summary of the main ideas concerning the missions of the African university.

1. General observations

Generally, the African University has been facing an extended "crisis of conscience" relating in particular to its identity, functions and the resources, human, financial and material made available for its development, following the deteriorating economic and social conditions which have prevailed in African countries.

The problems besetting higher education in Africa include: irrelevance of aspects of the curriculum regarding existing socio-economic conditions and the cultural and historical background; undue compartmentalization between subjects ; imbalances in enrollments between the sciences and the humanities; inappropriate orientation of research.

The Plan of Action specifically for the strengthened management of African Universities, which will conclude the present Seminar series will be submitted to a special committee of African university leaders who will be responsible for defining its operational aspects before making it available to international agencies for their co-operation.

For UNESCO, the proposals presented will be considered mainly within the framework of Project UNITWIN and UNESCO Chairs scheme which have been launched in order to help strengthen inter-university co-operation in key areas related to sustainable development. Effective university management is regarded as one such domain, since higher education and the development process are interlinked.

2. Mission of the African University

The African university is an institution of higher learning. Its principal mission is the generation, dissemination, advancement and application of knowledge in the service of society at the local, regional and international levels.

It pursues this mission through the functions it exerts in providing high-level training, undertaking research and giving service to society. It is a place of reason and search for truth by a cultural community of faculty and students.

In the service to the community and to the nation at large, African universities are committed to high ethical principles regarding equity and quality in the training they impart and the research they undertake. African universities are also committed to the preservation of their own institutional autonomy and the defence of academic freedom.

(*) See Legon Statement in Annex.

However, as part of an educational system, the university must recognize the demands of society and of the State and assume its functions accordingly.

Through the functions of teaching/training, research and service to society, the mission of the university in Africa is also related to :

- Provision of intellectual leadership

This is seen to be an important mission of African universities implying not only research and acquisition of knowledge but also its wide and effective dissemination. Universities in Africa must generate a higher level of rationality and understanding among the general public and endow it with the necessary instruments and skills to create a social and cultural environment favourable to the intensification of cultural, scientific and technical creativity.

Provision of human resources development

- The development of human resources in Africa implies a balanced production of high-level and middle-level manpower by institutions of higher education. The graduates trained in African universities have tended to be highly academic and generalists except in the area of medicine. Many engineering and science graduates, for example, remain deficient of professional and practical skills. In addition, the university's contribution to the development of middle-level manpower need to be further developped.

- Promoting progress towards a scientific society and contributing to the progress and application of science and technology.

- Contributing to the advancement of the whole national society by working on the links between culture and socio-economic development. Culture is conceived as an endogenous force projecting the nation into the future while taking into account its identity, its language and its links with history and maintaining its interdependence with the whole social and human environment.

- Promoting international unity and understanding between peoples. One relevant aspect of this for higher education institutions is the promotion of international co-operation as for instance through inter-university co-operation.

3. Recommendations and Proposals for further consideration and action

Below are collected a number of concrete proposals, some of them derived from the main ideas debated in the Accra forum. Because of the seminar sequel planned and expected, it is hoped that many of the proposals will be further developed and

incorporated as appropriate in the final document produced at the end of the seminar series.

They relate to the fields of internal policy, operational strategies and inter-university co-operation; management techniques and training, and financial policy.

a) African Universities should seek rapidly to redefine themselves and reform outdated structures and practices so as to become a major force in national development. The discussion should shift from generalities and research on university models elsewhere to in-depth case studies of the actual conditions and operational problems in each country and each institution. Likewise, inter-university discussions on the curriculum should be encouraged with a view to examining in depth new programmes, defining new targets and identifying priority areas for international co-operation.

b) Universities, in co-operation with governments and through their charters and mission statements, should recognize the importance of ethical principles such as institutional autonomy, academic freedom and equity of study and employment opportunities for men and women.

c) Institutional mechanisms including performance indicators should be introduced to permit regular self-evaluation and orientation by universities.

d) UNESCO is prepared to encourage inter-university co-operation in the framework of its UNITWIN and UNESCO Chairs Schemes with financial support from interested donors. The establishment, through the network of universities as foreseen under UNITWIN, of sub-regional centres for advanced study and research in specific disciplines should ensure the enhanced quality and relevance of university teaching, training and research through the sharing of resources and increased development aid.

e) African industrialists, employers of skilled manpower and associations of liberal professions should be encouraged to become partners in higher education development. They should be prepared to co-operate with the university in national research projects in a spirit of mutual respect for institutional autonomy and each other's respective mission.

f) In view of the trend towards limited mandates, wide participation by vice-chancellors and rectors in university leadership programmes should be encouraged. These programmes should be complemented by training workshops for specialized staff concerned in priority areas of university management such as : financing, computer technology and development of library facilities.

g) The potential offered by open learning systems merits immediate attention in order to increase the use of such systems in African universities. This should include stringent analysis

of the costs involved and a search for possibilities of funding by donors and organizations which are active in this field.

h) Governments should develop strategies to permit the participation of universities in national policy-making in the field of education and in that of development generally.

i) Effective strategies should be set up by African universities to rationalize their resources and obtain a sound return on the available resources. They should explore ways and means of diversifying their funding sources, notably by setting up units to develop contact with industry and the UNESCO economic sector and to expand their consultancy services to the community.

j) As an underlying principle of enhanced managerial efficiency, the cultural context of African universities must be taken into consideration in both national and institutional policy-making.

Annex I

THE LEGON STATEMENT

ON

THE FUTURE MISSION OF THE AFRICAN UNIVERSITIES

STATEMENT OF PURPOSE

The present Seminar seeks to identify proposals for concrete inter-University cooperation in the field of University governance and management. As a result, these institutions will be better equipped to engage in constructive dialogue with national decision-makers in higher education.

The Seminar continues the analysis of higher education trends and issues in the field of University management, as dealt with in other recent fora, notably:

a) the UNESCO Reflection on the Role of Higher Education in Society (Dakar, 1991);

b) MINEDAF VI (Dakar, 1991), and

c) UNESCO/AAU Seminars on Higher Education Management (Dakar 1990, Harare 1991).

It is generally agreed that more efficient University governance and management are the key to the improvement of higher education in Africa. The seminar series, by bringing together a specific target audience of African Vice-Chancellors, Rectors and top-level administrators, aims at forging a consensus of views and concerted plans for action on three main areas:

- the future MISSION of the African University (Accra, 1991)

- its STRUCTURE (Dakar 1992)

- diversification and efficient use of RESOURCES (Cairo 1992)

Each meeting will yield a statement which will be incorporated into a Plan of Action, specifically for the strengthened management of African Universities. This will complement existing initiatives including the Action Plan 1992-2002 drawn up by the Consultation of Experts on "Trends and Issues in Higher Education in Africa" (Dakar, 1991).

This Plan of Action will then be submitted to a special committee of African university leaders who will be responsible for defining its operational aspects.

Finally, the operationalized Plan of Action will be submitted to donors for funding before the end of 1992. For UNESCO, the proposals presented will be considered within the

framework of Project UNITWIN, which has been launched in order to help strengthen inter-university co-operation in key areas related to sustainable development. Effective university management is regarded as one such domain, since higher education and the development process are inextricably linked.

The following are the main areas for concrete action related to the future mission of the African University as identified by the Accra Seminar.

Proposals for further consideration and action

a. The development of strategies to permit the participation of universities in national policy-making in the field of higher education and in that of development generally; UNESCO, AAU and other interested organizations and agencies can assist in this task;

b. Universities, through their charters and mission statements, should recognize the importance of key principles such as institutional autonomy, academic freedom and equal study and employment opportunities for men and women

c. There should be immediate efforts to implement concrete proposals already in existence which are designed to strengthen higher education. These include the project to mark the 25th Anniversary of the AAU, which provides for staff development and exchanges, inter-university cooperation in the field of University publications and further research on degree recognition;

d. Inter-university cooperation should be a tenet of enhanced managerial efficiency; to this end, Chairs and Programmes in Higher Education Management/Staff Development could be set up to link universities within the framework of the UNESCO UNITWIN Project and with support from interested donors.

e. The rapid establishment of institutional mechanisms, including performance indicators, to permit regular self-evaluation and orientation by universities

f. African universities must rapidly construct effective strategies to rationalize their meagre resources and to obtain a sound return on those available; they could explore ways and means to diversify their funding sources, notably by setting up units to develop contacts with industry and the UNESCO economic sector and to expand their consultancy services to the community.

g. The establishment, through the networking of universities as foreseen under UNITWIN, of **sub-regional centres for advanced study and research in specific disciplines** to ensure the enhanced quality and relevance of university teaching, training and research through the sharing of resources and increased development aid.

h. Wide participation by vice-chancellors and rectors in **university leadership programmes**. This is vital in view of the trend towards limited mandates. These programmes should be complemented by training workshops for specialized staff concerned on priority areas of university management such as: **financing**, **computerization** and **development of library facilities** .

i. Commitment to optimize the uses of **information technologies** in university management should be based on rigorous needs analyses, feasibility studies, detailed costing and maintenance requirements and closely monitored pilot projects in order to obtain the best results.

j. The potential offered by **Open Learning Systems** merits immediate attention in order to increase its uses in African universities; this would include stringent analysis of the costs involved and should seek possibilities for funding and for other forms of support from donors and organizations which are active in this field.

k. As an underlying principle of enhanced managerial efficiency, the **cultural context of African universities** must be taken into consideration in both national and institutional policy-making.

ANNEX II

ADDRESS BY THE HEAD OF STATE AND CHAIRMAN OF THE PNDC FLT.LT. J.J. RAWLINGS ON THE OCCASION OF THE OPENING OF THE SEMINAR ON THE PLANNING, MANAGEMENT AND GOVERNANCE OF HIGHER EDUCATION IN AFRICA

Accra, 25 November 1991

Director-General of UNESCO,
Secretary-General of the Association of African Universities,
Vice-Chancellors, Rectors and Presidents of Universities in Africa,
Ladies and Gentlemen,

Firstly, may I extend a very warm welcome, on behalf of the people and government of Ghana and on my own behalf, to all the members of this distinguished gathering who have come from sister African counties, and also to the Director-General of UNESCO.

I wish you a fruitful and pleasant stay.

The theme of your seminar - the governance and management of African Universities - is a subject of great importance, not only in academic or educational circles, but on our farms and in our factories, in our rural villages and urban slums.

If we are talking about management, whether of a business enterprise or a university, it is first necessary to identify the objective. This may sound very elementary. But it is necessary that we re-examine the obvious from time to time.

The objective of our universities must be, before everything else, to serve our people. But we are all aware that some of our institutions appear to tolerate research motivated more by the need of faculty members to publish the requisite number of papers to earn promotion, than by the need to find solutions to pressing problems affecting our people.

Our universities can and should be more involved than they sometimes are in the practical application of research findings, as well as in providing consultancy services for which their countries too often have to pay foreign experts to provide.

Ladies and Gentlemen,

If we agree that the objectives of an African university are basically those which I have just mentioned, then your

discussions will no doubt examine how best to manage these institutions in order to meet those objectives.

An essential factor in your deliberations must necessarily be finance. Whilst good management can make limited financial resources stretch further, there must be something to stretch.

African universities are almost entirely dependent on government financing. Here in Ghana, we have had a few commendable examples of business firms and individuals providing endowments, as well as a visible effort on the part of some universities to earn more from consultancies. Nevertheless, almost the whole burden of finance falls on government, which in effect means on the ordinary taxpayer.

The graduates and diplomats produced by our institutions of higher learning must not only acquire the knowledge and qualifications relevant to our national development needs, but must also acquire initiative, a problem-solving approach, and a spirit of service.

Regarding this essential spirit of service, too many of the young people who emerge from our universities appear to consider that by virtue of having the intellectual capacity to acquire a degree, and having been fortunate to have the opportunity to do so, their country owes them a living. If these expectations are not met, they regard it as their right to take their skills and qualifications to a more attractive marketplace, rather than putting them at the disposal of the peasant farmers, miners, nurses, and marketwomen whose taxes have paid for their education.

Our young people cannot entirely be blamed for this. Only two or three decades ago, a university degree was an automatic passport to a very comfortable job. The economic pressures which have affected all our countries have, however, created a situation where a new graduate may, if and when he finds employment, have to accept conditions of service which do not match his expectations.

The production of relevantly qualified and motivated manpower is not the only objective of a university. Research is also vital. And here we enter the sometimes touchy area of government - university relations.

University administrations and academics in general are understandably sensitive about academic freedom, and about anything which they construe as interference with that independence. But only a wholly self-financing university could claim the moral right to absolute freedom, without reference to policies and needs expressed by the government and the people. No responsible government can allocate huge sums of the people's money to institutions of learning without at the same time keeping a close eye on how it is spent.

African governments spend an average of about 20% of public expenditure on education. This is an indication of the very high priority given to this sector. In Ghana, the figure is 37%. However, a disproportionate amount of this goes into salaries of teaching staff and other personnel, whilst some is wasted by inefficiencies and mismanagement. What remains for teaching materials and aids, and for development of new facilities is often a source of deep frustration. But that frustration cannot be alleviated simply by calling on governments to allocate more money.

This applies to internal organizational arrangements, utilization of academic and non-academic staff and facilities, assessment of academic programmes and their relevance, staff/student ratios, research priorities, and, most importantly, the search for alternative sources of funding.

Ladies and Gentlemen,

Universities in Africa must be seen to be utilizing their impressive store of intellectual power and abundant professional expertise to search for alternative sources of finance in order to reduce the burden on governments.

At the same time, it would appear that greater inter-university cooperation in Africa can offer several ways of making better use of available resources.

Presently, there are more than 100 universities across our continent, with varying strengths and weaknesses in academic programmes, teaching, research and library facilities. These offer tremendous potential for mutual benefit in, for example, staff exchanges, information sharing, production and exchange of textbooks, joint research projects and student exchange programmes.

If lack of political will has sometimes been cited as a cause of the slow progress in developing greater economic and political cooperation among African states, let it not be said that academic conservatism impedes you in taking the bold measures necessary to improve the performance and quality of output and relevance of higher education in Africa.

Ladies and Gentlemen,

We appreciate the choice of Ghana as the venue for the first of these seminars, for it reinforces the efforts we have been making over the past few years to deal with the very issues which you will be discussing.

Mr Director-General, may I also thank you for your decision to visit us at this time.

It is my hope that UNESCO's Priority Africa programme will prove itself well worth all the resources and effort which you are putting into it.

Distinguished delegates,

I am pleased to inform you that if your Association meets next year at a similar gathering, you will find two more Ghanaian members joined to you. By this time next year, the group of higher institutions in and around Winneba in our Central Region will have become a University College, initially affiliated to the University of Cape Coast, but ultimately to become an autonomous institution. Our new university in Northern Ghana will also have taken off. This is to be a multi-campus university serving this formerly education-starved part of our country, and specializing in development studies, health and agriculture.

In Ghana, if more than one-third of public expenditure is devoted to education alone, leaving health, housing, transport and all the many other sectors to make do with the remainder, it is hardly reasonable or even responsible to suggest that more should be allocated. We have found, also, that the proportion of funds to support tertiary education is very high. It is obvious that the cost of providing the facilities, materials, and staff for an undergraduate is very much more than the cost of providing for a primary school child. Nevertheless, the gap was too wide and we found it necessary to make some economies at the tertiary level in order to prevent basic education from being starved of funds. Even so, the government's support to tertiary institutions, especially to the universities is very substantial.

For example, government's subvention for recurrent expenditure to the University of Ghana, Legon, in 1980 was 5.2 billion cedis, whilst last year it was 8 billion cedis. However, what this can actually provide in terms of expensive imported laboratory equipment, textbooks and other materials, is still limited. It is therefore very clear that, given the economic constraints of African nations, the university managements themselves must take measures to enhance efficiency and cost-effectiveness in their operations.

In conclusion, may I wish you all a very fruitful discussion which will generate practical and effective action towards the improvement of our higher educational institutions in the service of the people of Africa. Thank you.

Annex III

ADDRESS BY THE DIRECTOR-GENERAL OF UNESCO
FEDERICO MAYOR
ON THE OCCASION OF THE OPENING OF THE SEMINAR ON THE PLANNING, MANAGEMENT AND GOVERNANCE OF HIGHER EDUCATION IN AFRICA

Accra, 25 November 1991

Your Excellency, Representative of the Head of State and
Chairman of the Provisional National Defence Council of Ghana,
Madam Minister of Education and Technology,
Members, Secretaries and Under-Secretaries of the PNDC,
Mr Vice-Chancellor of the University of Ghana,
Rectors, Vice-Chancellors and Senior Officials of African Universities and Institutions of Higher Education,
Mr President of the International Association of Universities,
Mr Secretary-General of the African Association of Universities,
Your Excellencies,
Distinguished Guests,
Ladies and Gentlemen,

It is a very great pleasure for me to be with you on this occasion, and I should like to begin by thanking our Ghanaian hosts for the excellent facilities placed at our disposal for the holding of this Seminar. The presence at this meeting of so many senior representatives of African universities and institutions of higher education is most gratifying, and I wish on behalf of UNESCO to thank them for taking time off from their many pressing duties to participate in this joint reflection on the institutional development of higher education in Africa. Allow me at the same time to extend a warm welcome to the representatives of international, regional and national organizations - governmental and non-governmental - here present, and in particular to the representative of UNDP, which generously financed the travel costs of the participants in this seminar as well as making a substantial contribution to the commissioning of studies and working documents. My thanks go finally to our partner in the organization of this seminar, the African Association of Universities (AAU), and in particular to its Secretary-General Professor Ekong, whose co-operation was essential to the holding of this meeting.

It is not inappropriate that this seminar should be taking place in Ghana. The pioneering 1961 Addis Ababa Conference of African States on the Development of Education in Africa had as its Chairman the Ghanaian Minister of Education, the Honourable Dowuona Hammond. Subsequently, Ghana played an important role in the promotion of African education in general and the development of the mission of the African university in particular. Through the University College of the Gold Coast - forerunner of the

University of Ghana - it was at the forefront of efforts to Africanize the curriculum and spirit of education in the region. Its Institute of Education is remembered as being among the first to produce a rural-based newspaper, Kpodoga. UNESCO's relations with Ghana have always been close, and we recently had the pleasure of welcoming her Ambassador to France, Mrs Thérèse Striggner-Scott, as a member of the Organization's Executive Board - by the way, the first African woman member of the Board.

The topic before you - the institutional development of higher education in Africa - is a vast one, and you may at this first seminar wish to focus your attention on the theme that to some degree determines all the rest: the mission of the university. My general views on this question are set out in the address I gave last year to the Ninth General Conference of the International Association of Universities (IAU), "Universality, Diversity, Interdependence: The Mission of the University", copies of which I believe have been distributed to you. They express the views of the Director-General of UNESCO and at the same time the experience of a former Rector of Granada University and Minister of Education of Spain. How far they - or what I shall say here today - are applicable or appropriate to the African context will be for you to decide. For if I am today, figuratively speaking, wearing the three hats to which I have already referred, I am also here wearing my learner's cap, attentive to the authentic voices of Africa, to the wisdom of its people - who, in the last analysis, can alone articulate the creative needs African education must address if it is to be true to itself and its own vocation.

I trust and believe, indeed, that we are all present here in this same spirit of learning. For, in a seminar, there should be neither teachers nor taught, neither speakers nor listeners: only learners in search of the truth wherever it may lead, and - the prerequisite of learning - a spirit of sympathetic dialogue.

The issue of the mission of the African university - as emerges from a number of the excellent working papers prepared for this meeting - is inseparable from the debate on how far existing models are appropriate to African society. Some reactions against those models, tending to reject them as alien transplants, may be thought to be excessive. Given that the university by its very nature embodies a dialectic between the universal and the particular, it is inevitable - for intrinsic as well as historical reasons - that the African university should incorporate many international as well as local features. Moreover, the African university has a number of genuine achievements to its credit, not the least the development of African studies and the elucidation and highlighting of the African historical and cultural heritage. It would be to do less than justice to the African pioneers in this sphere to dismiss the African academic inheritance of the last thirty years.

This being said, an imposed history appears to weigh heavily at many points on African higher educational institutions, which appear far from organically adapted to the societies of which

they are a part. The problems are well known: the irrelevance of certain aspects of the curriculum, artificial compartmentalization between subjects, imbalances in enrolments as between the sciences and the humanities and in the orientation of research, insufficient emphasis on African languages of instruction - shortcomings that create and perpetuate the chronic shortage of qualified personnel for development work. The persistence of inappropriate structures can give the impression that - despite the progress towards the development of an African academic identity since the creation of the AAU in 1967 - the special relationship with the European universities that nourished many of the independent African institutions at their origin lingers on like an unwanted dependency. Clearly - and there seems to be no disagreement about this - the time has come for a radical rethink and reform.

This need is not of course confined to the African universities. Universities everywhere are increasingly finding themselves obliged to undertake such a reappraisal of their functions in a modern world in rapid transformation. This exercise is made all the more difficult - as suggested by Professor Thiam in his stimulating working paper - by the heredity of the universities, which historically were shaped for the task of educating elites in the religious, administrative and political spheres. The special difficulty in the case of Africa is that this adaptation of the university to its environment has to be a geocultural as well as a temporal one. As Professor Thiam says, these mutations and transitions imply "ruptures inévitables".

The difficulty is, of course, seriously compounded by the dramatic socio-economic situation in Africa today. The interrelated problems of poverty, hunger, disease, unemployment, illiteracy, debt, adverse terms of trade, foreign currency shortage, inflation, civil strife and environmental degradation have limited the means and to some extent sapped the capacity of the universities to adapt creatively. The effects are apparent in the deterioration of university facilities, in the decline in the quality of teaching and research and of graduate output, in shortages of books and equipment, in the brain drain, and even in tensions between the university body and state authorities.

Yet the crisis - since crises also have their uses - has at least made clear that the African university cannot simply be the guardian of the statu quo, that it must emerge from the ivory tower and address itself to the multiple challenges that confront African society at the present time. To the extent that it is hampered by lack of resources, it must learn to do more with less in order that it may play its full part in the development effort.

It is worth underlying at this point - as Julius Nyerere did on a memorable visit to UNESCO - the importance of not neglecting higher education in plans for the promotion of development, as has not infrequently occurred under the influence of structural adjustment policies. While it is reasonable to accord priority

to certain vital sectors such as basic education, any policy in this field has to be comprehensive. This follows from the close inter-relationship of all the parts of the education system: primary education, for example, depends on teacher education, which in turn depends upon the pedagogical research done in universities and institutes of higher learning. It is moreover for Member States themselves, not the funding agencies, to determine the shape of their education systems and their own priorities, calling when they see fit on bodies such as UNESCO, the organization within the United Nations system responsible for education, which is best placed to provide them with the accumulated international experience (i.e. both successes and errors) in the field concerned.

As they approach the task of fashioning an education system for the 21st century, it seems to me that universities - in Africa as elsewhere - should have as their twin, irreplaceable watchwords: **quality and service to society.**

By **quality**, I mean quality of teaching and quality of learning. Learning is as important a concept here as it is in basic or other forms of education. The crucial sentence on this subject in the Jomtien Declaration retains all its relevance in this context:

> "Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values."

We cannot, of course, expect quality in the students if we do not ensure quality in the professors. This is a crucial matter in order to break out the vicious circle of mediocrity. If there are no rigorous mechanisms governing access to the profession, evaluation and in-service training, mediocre teachers will turn out mediocre students. We must, all together, with the help of international intellectual co-operation, re-invent and ensure excellence. This co-operation must be based on genuine partnership and mutual trust, and on flexible procedures for jointly addressing this problem. Clearly the developed world has an important responsibility here. Yet in recent times, dear colleagues, the flow - both of capital and of intellect, which is the most precious flow - has tended to go in exactly the opposite direction - from South to North. How can we reverse this flow? For universities, this will entail a rapid transfer of knowledge and technology through short-term scholarships, incentives to retain staff, international professorships (such as UNESCO Chairs), and twinning and networking arrangements.

It is essential that countries establish firm priorities in this regard. What we need is a university as a lifelong centre for updating and retraining, a university with sound fundamental disciplines but also with wide diversification of programmes and studies, intermediate diplomas, bridges between courses in order

that nobody feels trapped and frustrated by previous choices. The aim must be that students shall leave the university bearing not only their degree certificates but also knowledge - knowledge relevant to living in society, together with the skills to apply it and adapt it to a changing world.

The complement to quality should be **service to society**. This concept implies the opening up of the university, making it responsive to social needs, radically renewing the dialogue with society at large. One of the best ways to achieve this is to **deformalize** the structures of the university. This will involve - inter alia - forging numerous connections with society, commerce and industry, creating links with other forms of study and diplomas, developing outreach programmes with the help of modern communications and information technology, and networking of all kinds. It will also imply a commitment to a philosophy of lifelong intensive learning - made available to progressively larger numbers of people and applied equally to the teachers and professors responsible for dispensing it.

I would like to refer here to the extraordinary potential of new information and communication technologies for the improvement of higher education in Africa. By way of illustration of this potential, several institutions and organisations have joined forces to assure a direct link via satellite with this seminar on 28 November.

One might think, and many people do, that these sophisticated technological developments are not a priority for African universities, which are faced with serious difficulties of a more pressing nature. It is certainly true that before thinking of installing a dish receiver for satellite broadcasts at a university, it is vital to ensure that there is a decent library, reasonable dormitories for students, and proper salaries for teachers. But once again we are faced with a dilemna: if new information technologies are being put aside as being too costly at the moment, African universities will be condemned to be always lagging behind their sister institutions in the industrially developed world.

This is an area where the international community can intervene with great profit and where academic solidarity must function. The possibilities are fantastic. Implicitly, we are accustomed to speak of academic mobility in one sense only : the mobility of students, teachers and researchers to various institutions of higher education (mainly in Europe and North America, with the well-known consequences of the brain drain). Modern technology allows us to conceive of academic mobility in reverse, i.e. placing an institution with all its potential (the best teachers, the most complete data bases, the newest research experiments, etc) at the disposal of the students, teachers and researchers of institutions situated in far away places, via satellite, via video cassettes or CD ROM discs. Ultimately, and that is what the experts tell us, the costs involved are lower than those required for traditional forms of interuniversity co-operation.

In general, the philosophy which it seems to me the university would do well to embrace is that expressed in French - it does not readily translate into English - by the words "apprendre pour entreprendre". I should like to see the university cultivate closer relations with the worlds of business, commerce, industry, agriculture, journalism and administration. Research links (especially in the important area of developmental research) need to be forged with all these sectors; greater efforts should also be made to seek out consultancy and service work, which not only generates income but provides valuable feedback on social needs and concerns. At the same time, government must take advantage of all the expertise available within its university institutions to improve the quality of its administration, especially in certain vital scientific areas. The university must become one of the "doers" in society and must encourage its students to follow suit so that when they leave its walls they do not automatically ask for a job but, in some cases, actually set out to create it.

Those citizens that have the privilege of having access to higher learning must not expect to receive everything from their country without giving something in return. Their country has the right to expect them to contribute with dedication, competence and imagination to the shaping of a better common future. The ways in which government can offer the universities and their graduates at all levels incentives to become partners in the building of the nation - and not only beneficiaries - is, in my view, a key issue. Examples of such incentives include study loans, contracts for advisory and technical assistance, for services and for research, risk-investment in technological development and research-training ventures with industries and enterprises. It is through mechanisms of this kind, through a national alliance of government, universities and research centres, national and international institutions and enterprises and multilateral co-operation that jobs are fostered, quality enhanced and specific national needs addressed.

Greater imbrication of the university in society could - paradoxically perhaps - lead to increased institutional autonomy. Reliance on government for the provision of resources will in many cases add up to dependency, especially in times of financial or political difficulty. Of course, it is right that government should accord a proper degree of autonomy - together with regular and adequate financial provision - to the university, since this is essential to the performance of both its creative and its critical functions within society. But such autonomy may be easier to come by through a philosophy of enterprise than by a doctrine of acquired rights. Enjoying such autonomy and itself according the appropriate rights to its own members, the university is better placed to fulfil another of its vital functions - contributing to the flourishing of an active, participatory democracy.

The ramifications of all these considerations in terms of structures, facilities, staffing, management, resource allocation, cost-effectiveness and so forth are clearly enormous.

It will be for you to go into such technical questions in detail as well as to ponder the more basic question of the nature and functions of the African university today. It is, however, important that there should be a practical outcome from your deliberations, preferably in the form of a comprehensive plan of action. Care must obviously be taken to ensure such a plan's feasibility, with particular attention to questions of fresh funding and the mobilization of political will, but remembering also that what is impossible today may, with commitment, ingeniousness and enterprise, become possible tomorrow. To transform the present, it is not sufficient simply to know it; one must also transcend it. Your presence here today in such large numbers testifies to your belief that the time for action in the transformation of the African university has arrived, and I am confident that your deliberations will bear fruit as well as shedding light.

The issues before you have, of course, been much debated over the last thirty years. Since the Tananarive Conference on the Development of Higher Education in Africa organized by UNESCO in 1962 (itself a complement to the 1961 Addis Ababa Conference of African States on the Development of Education in Africa), the question of higher education in Africa has been discussed at a whole series of meetings held in the region - many, such as the MINEDAF conferences, organized by UNESCO and various others by the AAU. It is striking when one looks at the reports of meetings such as the Tananarive Conference to discover the continued relevance of many of the views and concerns expressed on such matters as the role of higher education in development, the planning, staffing and financing of higher education and the adaptation of curricula. I note, for example, the emphasis in the Tananarive report and recommendations on the pooling of resources and needs in the most costly areas of educational provision. Its prescriptions for the proportion of students to be enrolled in scientific technological subjects are also instructive. You may wish to consider how these and the recommendations of subsequent meetings stand up to present scrutiny, how far they were implemented and with what success and what lessons may be drawn from them for the future.

UNESCO for its part stands ready, together with its major funding partners, to assist in the institutional development of African universities under its Priority Africa Programme, designed - for the period of the Organization's Medium-Term Plan (1990-1995) - to give fresh impetus to its co-operation with African Member States in its various fields of competence through the mobilization of extrabudgetary resources and the promotion of regional co-operation. With particular reference to higher education, we have identified a number of areas in which priority assistance might be provided - e.g. for raising the level of teaching, upgrading research facilities and conditions, improved scientific and technological information handling, improvement of the quality of management and administration, revision of curricula and improved university networking. The Programme has already mobilized resources for activities on informatics in education and distance education, in association with its major

partners including AAU. It has also involved universities in Ghana, Cameroon, Senegal, Mali, Kenya, Tunisia, etc. in training activities for project identification, preparation and evaluation. The seminar we are beginning today is intended as the first in a series of activities on the institutional development of African universities and follows on from two seminars of somewhat narrower scope on university management, held in Dakar and Harare.

I should like to take the opportunity in this connection to draw your attention to the UNITWIN Programme recently launched by UNESCO. This programme aims to develop a spirit of solidarity through twinning, networking and other linking arrangements among universities throughout the world for the purpose of ensuring the rapid transfer of knowledge. One of its principal components will be the UNESCO Chairs Scheme intended to provide postgraduate students from the developing countries with enhanced opportunities for advanced training and research at centres of excellence in key disciplines relating to sustainable development. A UNESCO Chair on nutrition, health and child development has already been established at the Kenyatta University and plans are well advanced for the creation of further Chairs - in Africa and elsewhere - in partnership with universities, UN agencies, intergovernmental organizations, development aid agencies, fundations, industry and other sectors.

Through its regular programme activities, UNESCO continues - of course - to co-operate with African universities in a wide range of fields, such as the promotion of scientific and technological development, environmental protection, water management, oceanography, geological correlation, development of communications, preservation and presentation of the cultural heritage, and development of the social sciences.

I think I have said enough by way of prelude to your discussions and should leave you to take up the debate. I would hope that, as a result of this seminar, the leadership of each African university might be stimulated to formulate an explicit Mission Statement on what the University is, where it is going and how it is going to get there. I would also hope that such a Mission Statement might inform the work of each individual university, become part of its corporate philosophy. As I have said on another occasion, "the university, with its pivotal position in modern society, needs to have a strong sense of what it is and where it is going if it is to respond appropriately to the strong pressures to which it is inevitably subject". Such a vision is certainly essential to effective university governance.

In a speech delivered at the Ahmadou Bello University, the Waziri of Sokoto, Nigeria, Alhaji Junaidu said:

> "I speak for many of my countrymen when I say that, unlike the University of Sankara of older times, our universities appear to belong to us only in their location and in their names".

Your task, our common aim, must be to regenerate the African university within its own setting. What this University will look like is for you to ponder - and to strive to achieve. But allow me to conclude with my own vision of the university of the 21st century - a vision I recently shared with a UNESCO International Meeting in Caracas on the New Roles of Higher Education at World Level, when I asked and answered the question: What is the University for?:

> "A University is for the training at a high level of citizens capable of acting efficiently and effectively in their various functions and activities, including the most diverse, up-to-date and specialized; for the lifelong and intensive education of all citizens who so wish; for the updating of knowledge; for preparing teacher trainers; for identifying and addressing the great national issues; for contributing to the analysis and solution of the major problems affecting and concerning the whole planet; for co-operating with industry and the service sectors in the progress of the nation; for forging attitudes of understanding and tolerance; for providing governments with the scientifically reliable information required for decision-making on such important areas as the environment, in the context of the progressive "scientification" of political decision-making. A University to disseminate and popularize knowledge. Above all, a University to create, to promote scientific research, innovation, invention. A University of quality, not one whose degrees are often meaningless. A monitoring University that can foresee events. A University for objective criticism; for the search for new paths to a brighter future. A University with new curricula for a genuine, participating citizenry, for a pedagogy of peace. A University for reducing unacceptable economic and social asymmetries. A University for the moderation of the superfluous. In short, a University for the strengthening of freedom, dignity and democracy.
>
> A University fully situated in the world context, with its threats that know no frontier, and with its vast possibilities. A University adapted to the rhythm of contemporary life, to the distinctive features of each region, each country. For this and because of this, the institutional and conceptual transformation of the University represents an essential part of the wider process of change, of the necessary transformation of society at the approaches of the new millennium."

Excellencies, Ladies and Gentlemen,

"I want you to leave here with a sense of mission", said President Rawlings to the students at the Congregation of the University of Ghana in August 1989. Allow me to borrow these words to end my remarks. For, if a mission is necessary in this context, even more important is a sense of mission that comes from learning and from understanding and applying its essential lessons.

I wish you every success in your deliberations.

Annex IV

SUMMARY OF DOCUMENTS PRODUCED UNDER THE AUSPICES OF THE ASSOCIATION OF AFRICAN UNIVERSITIES FOR THE DISCUSSIONS OF THEMES I, II AND III OF THE AGENDA

Eight background papers are being made available. In the interest of brevity, documents are referred to in this summary by the surnames of their authors.

MISSION OF THE AFRICAN UNIVERSITY

Prof. Emmanuel Ngara's and Albert Nouhouayi's papers, entitled History, Philosophy and Environment - a possible Agenda for Higher Educational Institutional Development in Africa provides a basis for discussing the theme.

Mr NGARA traces the genesis of the African university from the status of university colleges in colonial Africa in special relationship with higher education in metropolitan countries. It argues that the result is best described as isolated universities in Africa rather than African universities. The AAU, established in 1967, began to correct the situation. Its 1972 Workshop in Accra was a turning point in the conceptualization of the nature of the African university, when issues were faced, namely, universality, responsibility to the community, interdependence, university functions, related questions of autonomy and academic freedom and, most important, the changing mission of the university.

The paper suggests and discusses four functions of the university and their implications for the Mission of the University, contrasting them with the six proposed by the Accra Workshop. The four functions are :

Teaching
Research
Inculcating values and raising consciousness, and
Service and Consultancy.

It ends with proposals for formulating a Mission Statement, work to be done to achieve a further clarification of functions, academic freedom and autonomy and an awareness of the need for the African university to be self-motivating and self-perpetuating.

Mr NOUHOUAYI couples a discussion of the evolution of the African university with a brief examination of the functions of ancient circles of learning and traditional institutions of mystic arts and magic, and their place in society. The importance and wisdom of the latter have been lost to later generations because a break has occurred between the past and present, between the old and the new. All continents have experienced such cleavage, but colonization and evangelization have accentuated the phenomenon in Africa. In such a situation, the question is posed, which university can claim to be truly African?

The paper refers to several indicators to the incapacity of universities to contribute effectively not only to the management of national educational systems but also to the designing of a vision for development. Among such indicators are proliferations of institutions and unjustifiable duplication of effort; insularity at the expense of sub-regional and regional views of needs, and lack of adequate financing, etc.

Whatever else the university does, it should feel itself to be a part of the milieu in which it is, at once a creator and a consumer of values including those which affect the progress of the university itself and national social and economic development. But there should be a wider view, however, which traverses imposed artificial physical boundaries. There is the need to work for the convergence of efforts across frontiers and the judicious exploitation of resources and forms which make for solidarity. In effect, African universities should cultivate, both in theory and practice, interdisciplinarity along with inter-regionality and complementarity in States which increasingly consider the possibility of sub-regional and regional universities to solve the problems of inequalities.

Culturally, the African universities have not been able to take off because they lack the necessary cultural leverage. Progress is impossible because there is no take-off point or reference point. While no detailed solution is proposed, a number of tasks might be suggested to be undertaken by the universities such as: university support for national campaigns against famine, illiteracy, unemployment, etc. ; revision of educational programmes to achieve greater relevance ; research into cultural values, sub-regional specialization, etc. There are, however, a number of urgent tasks including the sensibilization of populations to accept their universities as instruments of work and progress, to adopt a vision of the university in several co-ordinating roles at the different levels of education, primary, secondary and tertiairy, between University and State, and within the sub-region and the region at large.

Moreover, in about ten years, it ought to be possible for the institutions of higher education in Africa to include in their training programmes elements with a bearing on African cultures and languages to lay the foundations, in the first place, of a truly indigenous education and, in the second place, to be vehicle of expression and to a flowering of the African.

Mr THIAM considers the hostile environment in which the African University has been working and is likely to continue to work; the high percentage of illiteracy and debts exceeding 8% of the GDP of the region are among the features of that environment. It points to the African University in the process of change, its endeavour to establish identity and the fact that emphasis has tended to be laid on teaching and research at the expense of other concerns.

The tasks of the African University should be broadened to include the overall education of the individual. This implies making the University "an institution for development, consolidation, and political, economic and social liberation as well as - most importantly - cultural liberation in terms of ideas, concepts, symbols and values". To discharge these tasks the institution should have greater autonomy; be able to manage existing resources efficiently; have access to extra-budgetary resources, and not only incorporate the principles underlying material and social realities but also enter into meaningful association with its constantly changing social environment.

MR THIAM lists 13 practices and ideas from which there should be a breakaway. An end will have to be put to instability, tensions, crises, by reformulating the rules and reshaping the general framework after a re-evaluation of institutional doctrinal bases, strategic gains, social mission, political role, economic functions and cultural goals.

The paper, finally, focuses on an expanding mission of the African University which should be designed to meet several challenges including some that have been underlined by African Ministerial Conferences, and others that arise from the changing situation, for example, increasing student enrolment. Hasty action should be avoided. The tasks will have to be brought to maturity slowly and gradually.

REQUISITE STRUCTURES

Prof. A. Sawyerr's paper (Requisite structures) gives a lead for introducing the theme of the second seminar (Dakar).

MR SAWYERR situates the modern African University in the context of the current continental problems, economic and social which have depreciated capacity for contributing to the solution of the very problems. It raises the question of the requisite organization for finding solutions as well as of maintaining the university's place as a centre of learning not only with a special role of the intellectual leadership but also with a concern to defend its autonomy and integrity to act as counter-weight to the over-concentration of power in political circles.

Mentioning circumstances of external policy "guidance" enforced by budgetary control, undue (and foreign donor) influence on university curriculum and research agenda, and

increased pressure to justify curricular offerings, the paper outlines an internal structure management with a substantial degree of decentralization and democratic committee system, which can be commanded. In essence, however, the structure tends to render decision making dilatory and to be resistant to change. In such a situation, leadership has to be of a high calibre at the two poles of the professoriate and administration, those headed by vice-chancellors.

In that role, an effective vice-chancellor must be a scholar of a considerable stature and have a mastery of the administrative machinery. He should be leader of leaders in both the academic and managerial spheres by his skills in these areas as well as his ability to ensure good public relations outside the university. The vice-chancellor enables the university to focus attention and energies on essential missions of the university. Unfortunately, very few vice-chancellors are able to devote adequate time and attention to these responsibilities because of interminable student crises, the constant battle against undue interference, the desperate struggle for adequate funds for the running of the university, etc.

Mr SAWYERR makes two proposals :

a) the vice-chancellor should have the power to appoint a chief of staff or the freedom to delegate some management functions to senior academics ;

b) a planning division should be established in the university.

MANAGEMENT

Available for preliminary discussion of the theme are papers from Dr. B. Fall, Dr. A.F. Galal (Towards Efficiency in Higher Education: Institutional Quality, Relevance and Effectiveness) and Prof. C.A. Onwumechili (a Resource Planning/Allocation and Cost-Effectiveness).

MR GALAL raises the question of increasing demand for higher education and the inadequate resources to meet it satisfactorily. Scarce resources have to be used with the utmost internal efficiency and external effectiveness to produce desired results. Several approaches can be followed in different combinations: the economic, cognitive, cultural, social and individualist.

The paper further presents four functions of the university:

Economic
Educational
Cultural and Social
Developmental

presenting what it describes as "Indicators for efficiency" in executing these functions, among them, selection of students, recruitment of staff, physical and financial resources, processes in higher education, expenditure, administration, graduates, and evaluation strategies. The paper ends by listing a number of challenges and making suggestions for meeting them.

MR ONWUMECHILI points to the depressing economic conditions in Africa, which adversely affected the financing of higher education in the period 1980-1990, and to the question as to how third-level institutions coped with the situation and how cost-effective they were. Attempts to examine these issues include: reassessment and restructuring of management of higher education by several African countries; the World Bank in its report, "Education in Sub-Saharan Africa", and the AAU "Study on Cost Effectiveness and Efficiency in African Universities". The paper concludes that in general institutions have shown resourcefulness and resilience. Examining the concept of cost-effectiveness, it points out that the AAU study of the subject did not disclose that goals, the ultimate yardstick, were sufficiently widely known throughout the higher educational system.

The paper looks into how cost-effective African universities can be, or are, in circumstances of their history and physical structures and plan. Established in relatively isolated places, some universities are saddled with the development and maintenance of municipal facilities with unusually very large junior supporting staff to the detriment of cost-effectiveness. The contrasting approaches to the management of student welfare in the Anglophone and Francophone universities are referred to as deserving study.

Mr ONWUMECHILI discusses possible ways of improving ways of allocation of funds. It briefly outlines a system based on operational norms which has been found useful in the objective computation of resources for a given student enrolment and allocation of funds to various sub-divisions of an institution. It highlights the roles of an academic planning office in the development of operational policy guidelines on planning, allocation, institutional record-keeping and analysis.

The paper records healthy ratios, in general, of academic staff to students on the one hand and to senior administrative staff on the other. Academic staff development schemes have been satisfactory, although the problem remains unsolved of trained staff who do not return and those at post who leave. Measures taken to arrest a "brain drain" in some countries are mentioned.

Finally, some ideas are discussed for the establishment of the necessary internal structures for the procurement and stabilization of institutional funding including those for generating income.

BACKGROUND DOCUMENTS

Attention needs to be drawn in particular to those by the Director-General of UNESCO (Address to the Ninth General Conference of the International Association of Universities), by Prof. J.F.A. Ajayi (Towards an African Academic Community) and by Prof. T.M. Yesefu (The Role and Priorities of the University in Development). The Director-General's address provides guidelines for the designing of the Mission of the African university in a process of which the seminar is one nodal point. The papers of the two African professors are, perhaps, the best delineation of the status of the African university in the year of the Accra Workshop of 1972, which is in fact a notable turning point in the history of thought about higher education in Africa.

Serious consideration might be given to bringing a major nodal point into focus which tends to be given second place, namely, the Tananarive Conference of 1962, if only to underline the fact that it was the Conference that sparked off thought about an Association of African Universities in its Recommendation No. 91, a recommendation traceable to the paper presented to the Conference by the President of the University of Liberia, Prof. Rocheforte L. Weeks (Conference Report, pp 216-217). Extracts from Prof. Week's paper and a selected number of the Recommendations related to the Mission of the African university might be reproduced for the Seminar. Such a gesture will point to the Conference of thirty years ago and the 1991 Seminar as two end-points in a spectrum of development while the Accra Workshop remains the point when serious evaluation of effort took place.

Annex V

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Mr K. OFORI ASANTE

Miss Irene DUNCAN

Miss Martha NKRUMAH

Annex VI

LIST OF WORKING DOCUMENTS

Doc. CA/Accra/1 Terms of Reference

Doc. CA/Accra/2 Agenda

Doc. CA/Accra/3 Working methods

Doc. CA/Accra/4 Discussion Guide

Doc. CA/Accra/5 Keynote papers

Theme I

Case Study 1 - Institutions of Higher Education - Nature and Function by Professor E.A. Ngara (Zimbabwe)

Case Study 2 - The African Higher Education Institution: History, Philosophy, Environment and a possible Agenda for its Development by Professor Nouhouayi (Benin)

Case Study 3 - The missions of the African University on the Threshold of the Twenty-First Century by Professor Iba der Thiam (Senegal)

Theme II

Case Study 4 - "Leadership and Organization of Higher Education Institutions" by Professor A. Sawyerr (Ghana)

Theme III

Case Study 5 - "Use and Impact of Information and Communication Technology in Higher Education Institutional Management" by Dr. Brahim Adama Fall (Senegal)

Case Study 6 - "Towards Efficiency in Higher Education: Institutional Quality, Relevance and Effectiveness : Networking for Efficiency and Evaluation Strategies" by Dr. Abdel Fatah Galal (Egypt)

Case Study 7 - "Resource Planning/Allocation and Cost Effectiveness: Trends in Higher Education Financing" by Professor C.A. Onwumechili (Nigeria)